
**South Dakota Department of Education
Special Education Advisory Panel Meeting
January 18, 2006 (2:30-5:00 CT)**

DDN Teleconference

Capital A, Pierre

Holgate Middle School, Aberdeen

Stevens High School, Rapid City

SDSU, Brookings

BHSU Library, Spearfish

MTI, Mitchell

IPC Board Room, Sioux Falls

Chairperson - Ms. Karn Barth Vice-chairperson- Ms. Michele Cogley

MINUTES

Members Present

Mark Krogstrand
Amanda Lautenschlager
Todd Christensen
Greg Riley
Jim Dunston
Barb Koenders
Greg Cooch
Judy Hoscheid
Nicole Haneke
Michele Cogley

Members Absent

Karn Barth
Bertina Larcher
Connie McClintock
Heather Stettinichs
Lisa Heckenlaible
Bernie Grimme
Gail Eichstadt

Staff Members

Julie Carpenter

Ann Larsen

Minutes Approved (As Read) (As Amended)

Chairperson: _____

Signature

Date

Call to Order

Michele Cogley, Vice-chairperson, called the meeting to order at 2:30 pm and made opening remarks.

Approval of Agenda

Mark Krogstrand moved to accept the agenda for the January 18, 2006 meeting as presented. The motion was seconded by Amanda Lautenschlager. Motion carried.

Approval of Minutes from the October 17th and 18th, 2005

Advisory Panel Meeting

The meeting minutes from October 17th and 18th, 2005 were reviewed with no additions or corrections noted. Barb Koenders moved to accept the minutes as written. The motion was seconded by Judy Hoscheid. Motion carried.

Public Comment

Opportunity for public comment was provided. Michelle Powers, Sped Director, Brookings School District discussed Praxis Exam concerns. She explained that veteran teachers have attended study sessions and are still finding the exam difficult.

Ann Larsen, SEP Director mentioned that she had a conversation with an administrator who took the test along with ten staff members.

These individuals also found the exam to be quite difficult. However, almost all of these individuals ended up receiving passing scores.

Michelle explained that the school board is wondering about offering contracts to teachers who do not meet highly qualified status. Ann explained that this would be a district decision.

State Performance Plan

Ann informed the panel that there have been a number of meetings across the state to address the requirements in the State Performance Plan. She also explained SD's SPP is currently in Phase Two of the federal review process. There are three phases to the Office of Special Education Program's (OSEP's) review process.

The SPP contains 20 indicators. Ann discussed each indicator and addressed some of the activities.

Indicator 1

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Activities include:

- ❖ Identifying districts that meet or exceed the state's target for graduating students with disabilities and evaluating their effective programs.
- ❖ Identifying districts that do not meet or exceed the state's target for graduating students with disabilities and providing technical assistance on effective programs.

Indicator 2

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Activities correlate with Indicator 1.

Indicator 3

Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.**
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.**
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.**

Professional development activities will be provided on aligning instruction to the state standards. There will be three IEP workshops March 7th, 8th, and 9th covering this topic.

Indicator 4

Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and**
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.**

South Dakota has established the following definition for "significant discrepancy":

A significant discrepancy means more than 5% of the unduplicated students with disabilities at the district level with more than 2 students included in the numerator and the district child count included in the denominator.

SD does not have problem with suspension/expulsion. Only three districts meet the criteria for having a significant discrepancy.

Indicator 5

Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;**
- B. Removed from regular class greater than 60% of the day; or**
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.**

SD's students with disabilities served in separate schools, residential placement, or a home/hospital setting make up 4.5% of the special education placements for 2004/2005. This is a bit higher than the national average. SEP explained to OSEP the rural nature of SD and that some districts do not have services available for these students. An out of district placement may be the only option in these instances.

Indicator 6

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

SD has 51% of special education preschool children receiving services in settings with typically developing peers. This can be attributed to the fact that regular education preschool programs are not required in

SD. Due to our rural nature, sometimes the only option is Head Start or a special education preschool setting.

Indicator 7

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);**
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and**
- C. Use of appropriate behaviors to meet their needs.**

SD is recommending the Battelle Developmental Inventory Second Edition (BDI-2) as the tool used to track preschool outcomes. Many Part C (Birth to Three) folks are already using it. An individual with a Bachelor's Degree can administer the Battelle-2.

Todd Christensen questioned whether or not school districts could use something other than the Battelle-2. Ann explained that another instrument could be used as long as it measures all five areas of development.

Ann explained that there must be six months of instructional time between the "entrance" and "exit" data. Consequently, if a student is close to his/her sixth birthday when entering Part B, the Battelle-2 would not have to be administered.

Ann mentioned that Battelle-2 trainings will be held throughout SD. Todd wondered if someone would be available to answer questions concerning the provision of Part C services at these trainings. Ann replied that State staff from Part B and C would be available to answer questions.

Indicator 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

John Copenhaver from Mountain Plains Regional Resource Center would like to speak to the panel concerning Indicator 8. NCSEAM has a parent survey containing 100 questions which could be used by states. Arizona's survey contains 25 questions. Ann mentioned that it would be less costly for SD to contract with MPRRC to collect survey data.

Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Using the WESTAT electronic spreadsheet, SD will flag the districts with disproportionate representation of racial/ethnic groups in special education and related services.

Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Districts that are identified with disproportionate representation for two consecutive years will be required to complete the analysis tool.

Indicator 11

Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

SD's Administrative Rules currently require evaluations to be completed within 25 school days and an eligibility determination to be

made within 30 calendar days of the receipt of the last evaluation report. We must change ARSD to reflect the 60 day timeline or receive permission from the federal government to keep our State established timeline.

This data may possibly be collected online or through an Excel spreadsheet.

Indicator 12

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Part C is going to include this information on their forms and submit this data to Part B.

Indicator 13

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

This data will be collected during monitoring and submitted to Julie Carpenter, SEP.

Indicator 14

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

SEP is working on developing a secured website to collect this information. Districts will have to complete an exit survey for all high school "leavers". BHSU will contact these students one year later through a phone survey.

Indicator 15

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Noncompliance issues must be corrected within one year. Currently, some districts take up to two years to correct issues.

NCSEAM will be coming to SD this summer to help with focus monitoring, etc.

Ann and Angela Boddicker, SEP will be traveling to Arizona to look at their online monitoring system.

Indicator 16

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

SD received no signed, written complaints from July 1, 2004 to June 30, 2005.

Indicator 17

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

SD received three due process hearing complaints during 2004/2005. All three were resolved without going to hearing.

Indicator 18

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

This is a new indicator. The purpose of this meeting is for the parents of the child to discuss their due process complaint. This meeting operates somewhat like an IEP meeting.

Indicator 19

Percent of mediations held that resulted in mediation agreements.

No targets are necessary when the state has less than ten mediations.

Indicator 20

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

SEP will continue to submit timely and accurate data.

Board of Education

The Special Education Endorsement and Alternate Content Standards will be presented to the Board next week.

Upcoming Meeting

Sioux Falls was the suggested location for the April meeting. The week of April 10th is a possibility.

Propose agenda items

It was suggested that SEP present a data "snapshot" of the Praxis Exam results.

Possibly have John Copenhaver visit with the Panel concerning ward of the state and surrogate parent.

Adjournment

Mark Krogstrand motioned to adjourn the meeting. Amanda Lautenschlager seconded. Motion carried.